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GLST 201: INTRODUCTION TO GLOBAL STUDIES

A PEER REVIEW OF TEACHING PROJECT COURSE BENCHMARK PORTFOLIO SPRING 2020



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ABSTRACT

This benchmark portfolio is an outcome of the work completed to assess a core major course I teach every semester, *GLST 201: Introduction to Global Studies*. The following portfolio utilizes backwards design which asks us to structure student learning based on intentionally designed assessments in order to provide evidence that students have achieved the course learning objectives or goals. The following is a detailed summary and critical analysis of course design, learning objectives, teaching methods and pedagogy, student assessment, and various course materials. Although the course syllabus lists 6 learning objectives, for the purposes of this portfolio I decided to focus on four core learning objectives, including: 1) Articulate knowledge about issues at the core of the field of global studies; 2) Gain a broader understanding and appreciation of cultural differences and points of view; 3) Develop skills in expressing yourself orally or in writing; and finally 4) Learn to analyze and critically evaluate ideas, arguments, and points of view. To assess whether or not these core learning objectives are met, I discuss how and why I conduct the course as I do, as well as how my pedagogical choices influence student learning and engagement. In addition, I discuss my findings from a quantitative and qualitative data analysis of student work in order to illustrate the effectiveness of these choices. Finally, I reflect upon successes and potential challenges especially in the wake of COVID-19 instructional mode changes we will be seeing for the next year.

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INTRODUCTION

I decided to join the Peer Review of Teaching Project in order to take the time and properly assess one of the core major courses that I teach every semester. As the only faculty in the Global Studies Program I am solely responsible for the development and execution of the course curriculum for our core major and minor course GLST 201: Introduction to Global Studies. However, over the last four years of building the course into what it is today I have taken little time to sit down and assess the course in detail. Participating in the project allowed me the time to critically reflect on the course itself and how I can better serve all the students. Although at present the course is open only to majors and minors, starting next year the course will be open to any UNL students interested in Global Studies as a field in inquiry. Therefore, a critical assessment of the course objectives, reading materials, teaching style and various assignments and assessments is necessary. I begin this portfolio with a description of the course and content including a detailed outline of the course objectives. Next, I focus on my teaching methods, various course materials, assignments, assessments and course activities. Finally, I examine student performance on key assessments through average and median grades as well as decrease in standard deviation and whether or not the overall student performance improved as a result of changes made by participating in the Peer Review of Teaching. Overall, the following portfolio allowed me to actively reflect on all the various components of the class and the ways in which it can be improved.

It is important to note that this semester was not a usual semester. The outbreak of COVID-19 in March of 2020 has had a significant effect on my goals associated with the Peer Review for Teaching. As a result of the online pivot and a loss of one week of classes, I had to make significant changes to my original course design and assessment. For this particular project I had hoped to evaluate various assessments that I utilize in the class, but because of the loss of class-time my original plans to assess the exams and the Critical Essay were transformed. I will go into more details about some of the challenges to making an assessment when everything original planned has changed.

PART I: DESCRIPTION OF COURSE AND CONTENT

Course Description:

GLST 201: Introduction to Global Studies is a lower-division core curriculum course taken by all majors and minors in Global Studies Program at University of Nebraska-Lincoln. In this foundational course students are tasked with gaining an understanding of global studies as a field. Since global studies at UNL is interdisciplinary in nature and majors take only 2 courses, while minors take only 1 course taught by global studies faculty, the necessity to comprehend what the field of global studies is imperative. In this course students gain an understanding of the issues at the core of the field of global studies including: population and migration, foreign policy and international law, global trade, conflict and human rights, international aid and development, global public health and environment, and many others. In addition, the course focuses on basic questions, such as the connectivity of human populations and their activities across time and space, the dynamics of conflict in different regions, and how local issues or regional developments have profound impacts on people across the globe.

As one of the primary curricular requirements within the major and the minor, GLST 201, is taken mainly by first and second year students, and sometimes by juniors and seniors. Our expectation is that the course must be taken within the first two years, however, that is not often possible as majority of the students in the program declare at a later point in their college career. This course is taken only by

those students who are officially declared as majors and minors, and lays the foundation for courses that follow. In general there are between 24 and 30 students in each section of the course. We typically offer 2 sections in the fall and 1 section in the spring semester. I usually teach one section in the fall and one in the spring.

The primary goal of the global studies program is to prepare students for a changing and complex world by increasing their knowledge of global issues and developing their skills in critical thinking, communications and logical analysis. The interdisciplinary program is designed to help students understand the growing connectedness and diversity of interactions at the global level. The interdisciplinary nature of the program and the course are both a blessing and curse. As a result, GLST 201 plays an important role in helping students articulate and understand how all of the different curricular requirements fit together. Furthermore, this course ensures that students have a thorough understanding of global studies as a discipline including different sources, content, and most importantly, the discipline's significance for the world and their own personal and professional goals. The course is intended to be dynamic and intentional in helping students grasp the interdisciplinary academic nature of the discipline. Furthermore, the course helps meet University and College of Arts and Sciences' goal of internationalizing the curriculum strategic plan. The second important part of the course is the focus on future career and how this major/minor can help students achieve and in some cases identify their personal and professional goals. As a result a large portion of the course is spent on career development skills. Finally, the course introduces students to importance of writing and research skills through various assignments and a visit with a Library Liaison.

Reasons for Selecting the Course:

I selected this particular course because it is a core foundational course for all majors and minors. Although I believe that I am intentional in how I design and execute this course, I believe that there is always room to improve. Given my teaching and administrative duties I rarely find time to spend significant time reflecting and assessing all the different course pieces. Therefore, participating in the Peer Review of Teaching is a welcome respite that will allow me to focus on improving the course. I am particularly interested in making sure that the course design and all the different assessment pieces are in line with the overall goals of the program and more importantly that they are current and reflect the ongoing discussions and conversations within the discipline. Of course, this is particularly hard as there are only a handful of global/international studies programs around the country, and at this time a national organization of international/global studies is closely tied with Political Science just as many programs around the country. However, our program is truly interdisciplinary in nature, and making sure that we do good work not only in curriculum design, but also class design is extremely important to me. Therefore, making sure that I use my time through Peer Review to ensure my curriculum and content is up to date is important.

Key Goals of the Portfolio:

I want to get an opportunity to reflect on the course that is the foundation of our curriculum. As the only faculty in the program having an opportunity to meet with others and discuss my course will be extremely beneficial. In addition, documenting all the different parts of course development will also provide me a space to reflect on possible areas of improvement. Ultimately, as the only faculty member in my program participating in Peer Review will allow me to become passionate about my teaching again. At times I feel very alone and overwhelmed, but I love my job and I want my students to be

successful. Finding a time to ensure this foundational course is examined and written in a way that benefits them and myself is essential. I wanted to create a course portfolio that will be then shared with lecturers and new faculty in the program. Ultimately, this course portfolio will be used as part of my assessment for reappointment and ultimately promotion.

This portfolio is for myself and for future faculty/lecturer because it will provide them with a guide to the class. This doesn't mean we cannot adjust the course as new faculty arrive, but at least they will have a guide that outlines why I've designed the course the way I've designed it. I plan to examine several aspects of the course: exams, assignments, and projects. I would like to make this course more problem based, to give students skills needed to be active participants in the discussion about how to address pressing global challenges. I am especially committed to ensuring that all the learning objectives are being met throughout the course, and that they align with college and University requirements.

Course Goals:

This course is designed to help students gain a thorough understanding and appreciation for the core issues recognized and discussed within the discipline. In addition, the course is intended to help students gain a broader understanding and appreciation of cultural differences and points of view, develop skills in expressing themselves both orally and in writing, learn to analyze and critically examine ideas, issues and topics while at the same time appreciate and respect different points of view. Furthermore, the course aims to help students develop skills working in a team and speaking publicly. Finally, the course provides students with an understanding of different career paths and options available to students who graduate with Global Studies major or minor.

Another core goal of the course is to help students learn what it means and the importance of being a global citizen. In the context of our program we define global citizen to be an individual who holds a wide and inclusive perspective, one in which borders and barriers are understood as human constructions rather than an absolute. Global citizens have the capacity to see themselves in a wider context, as part of a larger whole, and most importantly feel a responsibility for long-term conditions of the globe including the responsibility to respect and care for other people, special and most importantly future generations.

We live in an increasingly more interconnected world in which actions of a few can have an enormous effect on the lives of many. The goal of our program, and this class is to produce well-rounded global citizens capable of navigating, translating, doing business, and improving conditions across borders, oceans, and culture. We want our students to not only be prepared for an increasingly connected world, but to change it for the better. Through the interdisciplinary perspective our students are being trained to become change makers and problem-solvers.

While many of the goals we set forth through our program in general, and GLST 201 in particular, seem big and unattainable, we know and understand our students and are thus confident that these goals can be met through a thorough and meaningful reflection of our curricular and programmatic objectives. Students in our program are passionate about the world, people, and their place in it. Majority of our students speak multiple languages, they have or plan to travel, live, and work in other countries, and many of them have a true desire to be part of a movement that wants to be part of a solution to the global challenges we face. To help our students meet these objectives and goals we are intentional when it comes to every aspect of the course. Therefore, our course readings, assignments, in and out of

class activities, guests and speakers, exams and other evaluation criteria are all designed to help meet the specific course and programmatic requirements.

Course Objectives:

The following is a list of course objectives as they are listed in our syllabus.

Objective 1: Articulate knowledge about issues at the core of the field of global studies including: population and migration, foreign policy and international law, global trade, conflict and human rights, international aid and development, global public health and environment, and many others. This objective will be met through lectures, course readings, exams, class discussions, in-class activities, and the final oral presentation.

Objective 2: Gain a broader understanding and appreciation of cultural differences and points of view. This course objective is usually met on a daily basis through course readings, in-class activities, immigrant interview and critical essay assignments, and the final group oral presentation.

Objective 3: Develop skills in expressing yourself orally or in writing. This objective is accomplished on a daily basis as we engage in communicative activities (both oral and written) that involve the expression, interpretation, and negotiation of meaning. In addition, students are required to submit six writing assignments, as well as must complete written answers as part of Mid-Term and Final Exam.

Objective 4: Learn to analyze and critically evaluate ideas, arguments, and points of view. This objective is addressed through course readings, class discussions, group oral presentation and the critical essay.

Objective 5: Acquire skills in working with others as a member of the team. This objective is addressed through almost daily course discussions, in-class activities, and the group oral presentation at the end of the semester.

Objective 6: Understand different career paths and options available to students who graduate with Global Studies major or minor. This objective is met through readings, guest lectures, and completing several career-centered assignments, including: writing a resume, completing community connections assignment that asks students to consider campus activities and organizations that best fit their interests, attending the career fair and writing a report, completing the career exploration which asks them to identify 10 potential career paths, and finally, creating (or updating) their LinkedIn and Handshake profiles as well as writing a critical reflection of the process as part of the networking assignments.

PART II: TEACHING METHODS/COURSE MATERIALS/COURSE ACTIVITIES

In the next section of this portfolio I will focus on teaching methods, course materials and assessment, and various course activities. For each section, I include specific examples to demonstrate my rationale.

Teaching Methods:

The course is usually 24-34 students in size even though our goal is to always keep our max at 24 students. However, as our major/minor has grown we've been pretty flexible with enrollment. The smaller size of the class allows for more meaningful discussions and interactions with students and as we continue to grow we hope to keep the class size small as much as we can. This course utilizes three primary teaching methods, including: a) interactive lectures, b) team based activities and discussions, and 3) experiential out of class activities aimed at practical application of course content. Each of these

teaching methods is assessed through various course assignments, which I will discuss in greater detail below. Furthermore, all of these different approaches help me meet all six learning objectives, including:

1. Articulate knowledge about issues at the core of the field of global studies.
2. Gain a broader understanding and appreciation of cultural differences and points of view.
3. Develop skills in expressing yourself orally and in writing.
4. Learn to analyze and critically evaluate ideas, arguments, and points of view.
5. Acquire skills in working with others as a member of the team.
6. Understand different career paths and options available to students who graduate with Global Studies major or minor.

As I discuss each teaching method, I will identify which specific learning objective it meets.

The course lectures are guided by two textbooks, which have been designed to expose students to the fundamental concepts in global studies and to help meet our course learning objectives. The lectures are supplemented by a discussion of current events and students are asked to participate by contributing their own knowledge about current events and how they relate to the current topics of discussion. This methodology allows me to meet course objectives 1, 2, 3 and 4. Over the course of semester I try to maintain a similar class structure every time we meet. Each lecture usually centers around a specific chapter and/or additional reading assigned for that day. To guide each class session I have developed a detailed PowerPoint slides over the chapters we discussed in the textbook and any additional reading materials assigned.

Since one of the most important parts of this class is students mastering world geography (both current and historical with a special focus on dominant religions and languages), for the first half of the semester I always begin each class with a self-test of their knowledge of different countries, religions, languages and historical empires. The first slide of every PowerPoint for the first half of semester is a blank map of a region/continent that asks students to identify as many countries as they can on a piece of paper. The map is different for every class session. I usually time this activity (about 5 minutes) and then ask them to give their answers to their neighbor to be graded. I then display the map with correct answers and ask them to grade their neighbor. We then have a class discussion about how they did during which we talk about which areas/countries/languages they're struggling with. I encourage students to own their grade and use it as a reminder of what they need to focus on. This process allows them to see that they are not the only ones struggling. By the time we get to the map-exam (about half-way through the semester) many students enter a competition with themselves and try to name all the countries/concepts during these pre-tests. This methodology allows me to meet course objectives 1 and 2. One thing I plan to do differently this coming spring is to give students an old iteration of the map exam at the beginning of the class, which are not graded. I will then give them the same exam (with different identifications) half-way through the semester, which are graded. This will allow students to visually see just how much they have learned. I learned this technique during one of the sessions at the last Teaching Symposium and I am excited to use it for the first time in spring.

I use PowerPoint slides to guide all my lectures, not only to ensure students are aware of the main points and keywords, but because I often also refer to graphs and other images to further drive the point about a specific topic. I also include any and all relevant upcoming events and deadlines that may be of interest to students.

From time to time, I also host invited guest speakers on topics related to applicability of their global studies degree. For example, I invite Dr. Laura Damuth from the Fellowships Office to talk about different opportunities available to them and to demystify some of these awards and scholarships. I also invite Career Coaches from the College of Arts and Sciences Academic and Career Advising Office to ensure students meet them as well as to discuss how to craft their resumes, while at the same time encouraging them to utilize the services provided by them. I also invite our partners with Programs in English as a Second Language (PiESL) to talk about our joint internship and to encourage students to participate in the coming semesters. As mentioned earlier I try to not talk for the entire class time and as such I try to have interactive lectures which necessitate a use of different strategies to engage students and maintain their interest. These strategies include:

- Breakout in to groups of 3-4 to discuss several points in each chapter before we dig into them together in class. I usually give them about 7-8 minutes as a group to discuss and then ask each group to share back with the large class. This methodology allows me to meet course objectives 1, 2, 3, 4, and 5.
- In class group activities during which they must work together using their computers to identify information based on the specifications in the assignment. We then discuss their findings and compare between groups. The activities are usually directly connected to the topic we're discussing in class. This methodology allows me to meet course objectives 1, 2, 3, 4, and 5.

Reading Assignments:

Although I have used the same textbooks for 2.5 years, I have been looking to update the text and this spring I am finally able to do so as I have finally identified a proper text. This spring I used *Crossing Borders: International Studies for the 21st Century* by Harry I. Chernotsky and Heidi H. Hobbs for the first time. This textbook covers the fundamental principles and topics that sit at the core of global studies as a field. The text also includes suggestions for additional reading materials, videos and website that students can explore to learn more about the topic. The second textbook I use is *A New Global Agenda: Priorities, Practices, and Pathways of the International Community* by Diana Ayton-Shenker. I like this collection of articles focused on the most pressing global issues and problems as it is written in a way that is accessible to freshmen and sophomores, and has a feeling of a call to action which is a sentiment we wish to inspire in all our students. These two textbooks are supplemented by additional articles all of which are usually posted in Canvas. I have found the textbook to be much more accessible to students and it provided many more interactive pieces that the old textbook did not have. Moreover, the focus on what students can do with a major in global studies was very helpful because it allowed students to connect theories and concepts with potential post-graduation opportunities and how this knowledge can be applied in daily life.

Course Assessment:

This course is a core major requirement and because of the interdisciplinary nature of the major and minor the course has numerous moving pieces and requirements. While it can be overwhelming, many of the assignments are graded for completion and as such are not a significant burden on students. I also allow students to rewrite/resubmit any assignment in which they feel like they could have done better. While this can place an additional burden on my time, I find that this approach allows students an opportunity to do better.

The course assessments center around two main themes a) course material, and b) career and out of class development. To assess student comprehension of the reading and lectures I use following assessments:

- a) *Map Exam, Mid-Term Exam and Final Exam*: only the final exam is what I would call semi-cumulative, but as it is also the only exam that is open book, students are asked to reflect on all the main concepts we have covered in class. Map Exam is also one of those exams that tends to show the greatest improvement for each individual student and they love seeing the progress they have made over the course of the semester. This course in particular is a visual representation of their hard work and they take great pride in it. It is an excellent motivator and one that allows students to challenge themselves. The Mid-Term and Final Exams are used as a way to ensure that students have grasped the main material covered in class, and give them a chance to reflect upon just how much they've learned as well as recognize spaces in which they can improve. Use of multiple exams allows me to meet course objectives 1, 4, and 5.
- b) *Critical Essay*: this writing assignment due towards the end of semester asks students to reflect on their own personal experiences to analyze the local-global dynamics, or better how globalization is changing their daily lives. Moreover, students are asked to critically reflect on how they benefit from the changes brought upon by globalization, and how these changes relate to their gender, racial and class identity. Finally, this assignment asks them to reflect on how globalizations and its forces challenging the people in their lives, friends, family and how they can better prepare for potential future challenges of globalization. This assessment allows me to meet course objectives 3 and 4.
- c) *Immigrant Interview*: through this writing assignment I hope to help student deepen their understanding of the immigrant experience by interviewing an immigrant of any age, gender, and nationality. They are tasked with hearing his or hers immigration story while looking for key immigration concepts we cover in class like pushes and pulls, bridges and barriers, and immigrant types. They are asked to ask the person they are interviewing about the difference in gender roles, social roles and just daily life expectations between their home country and their new home. They are then asked to analyze their story and write a short essay. This assessment allows me to meet course objectives 1, 2, 3, and 4.
- d) *Group Oral Presentation*: in groups of 3-4 students are asked to work together and come up with a 15 minute presentation on an assigned world region (I have identified 9), including an assessment of its history, economy, politics, and social structures. This assignment asks group members to become experts on this region, and to help educate their peers. Group assignments are intentional, and I use a self-assessment that students fill out in week one that asks about their educational, professional and personal background to ensure two goals a) that students are placed in groups with peers who are very different from them, and b) to learn about a region that they usually know nothing or very little about. This assessment allows me to meet course objectives 1, 2, 4, and 5.
- e) Finally, I take daily attendance, which is calculated in as part of their final grade. I am a firm believer that the only way for students to grasp these concepts and have a meaningful discussion is for them to come to class and as such I have made attendance mandatory.

To assess the career and out of class development I use five different assignments, all of which require students to do either research and/or attend events in order to complete them. The assignments are all focused on writing and include:

- a) Community connections focused on identifying on and off campus organizations they'd like to join. This methodology allows me to meet course objectives 2, 3 and 6.
- b) Writing a Resume (often this assignment goes through multiple iterations as students are given an opportunity to rewrite). This methodology allows me to meet course objectives 3 and 6.
- c) Attending the career fair and writing a written reflection. This methodology allows me to meet course objectives 3 and 6.
- d) Career exploration assignment. This methodology allows me to meet course objectives 3 and 6.
- e) An assignment focused on networking which tasks them with creating and/or updating their LinkedIn and Handshake accounts. This methodology allows me to meet course objectives 3 and 6.

I am well aware that so many career and experience based assignments can be very overwhelming but since is the one of the two classes in the major I do not have another class in which I can ensure that students get all the necessary information. The interdisciplinary nature of global studies makes it easy for students to feel disconnected from the major and creating strong bonds with them and exposing them to all these different opportunities early on is a way for me to ensure they know we care about them and their future. Many of them must head home and convince their parents that a major in global studies is a valid choice, and exposing them all these different opportunities early on means they have a good sense of everything that is out there. This will change as of Spring 2021 when a new course we've designed, GLST 111 (1 credit) will be introduced and required of all new majors. The course will absorb many of these pieces and will free up the space in this class for deeper and more meaningful discussions of the course material and global studies as a field.

Meetings with Professor:

This semester I decided to incorporate a short (20 minute) meeting with me as part of their classroom experience. In week 4 I asked students to sign up for a short 20 minute meeting with me over the course of 2 weeks. These short meetings served as a check-in with the student, and allowed me to get to know students as individuals as well as just help assess their progress thus far in semester. I found the addition of these mandatory meetings very useful. Through these meetings I was able to have time just to get to know each individual student. Since majority of the students in the class are first and second year students, having the mandatory meeting, allowed me to break down some of the stigma associated with office hours and out of class meetings with their professor. Lower classmen are generally apprehensive and intimidated by their professors. My hope though the meetings was to let students know that I am approachable and care about their success and that they can come to me with class or non-class related questions. This was also a wonderful opportunity to talk to my students about their interests and career paths, various opportunities that I think match their interests and goals, and finally, encourage them to think strategically about their college career.

Extra Credit:

One way to encourage students to take advantage of the various opportunities on campus, connect with their peers, learn about topics outside of class, is through offering extra credit opportunities. While

some may consider extra credit to be too accommodating to students, I find that extra credit in fact allows me to meet my objective two course objectives, including: 2) Gain a broader understanding and appreciation of cultural differences and points of view, and 6) Understand different career paths and options available to students who graduate with Global Studies major or minor. Moreover, allowing them to attend events I have identified on campus allows them a chance to connect with their class peers outside of class as well as allow them a chance to be exposed to topics we otherwise don't have time to cover in class.

Out of Class Activities:

Students are required to read all assigned readings prior to the class and are asked to demonstrate that they have done the readings by participating in small group and class discussions. In addition, from time to time I also like to call on students during class discussions as a way to ensure engagement. Additionally, although they had some time in class to meet with their groups about their final oral presentation, they were required to meet with their teammates outside of class. In order to encourage students to get out of their comfort zone I ask them to attend the Career Fair and write a reflection. The students are often very intimidated by this event and I usually go and ensure to walk around with them for a while to ensure they are getting the most out of the experience. Having done this event for 3 years now I know that although at first intimidating, majority of the students find the experience helpful. Furthermore, to encourage them to get connected to our program more and get familiar with various topics of interest to global studies majors and minors I allow students to complete up to 3 extra credit assignments by attending various events/workshops we offer over the course of semester. The events range from attending a student-led panel on undergraduate research, to a discussion about careers in diplomacy.

Rationale for Teaching Methods:

Focused on a student-centered approach, I utilize a wide range of teaching methods including interactive lectures, guest speakers, small and large class discussions and group presentations. By doing this I aim to capture all of my students and to accommodate their diverse interest and learning styles. The diversity of instructional methods allows for greater student involvement and forces students to take ownership in how the course progresses. These approaches seem to work at the moment, but I am always cognizant that student learning styles are changing and that I may perhaps need to update my teaching methods to accommodate their ever-changing learning styles.

PART III: COMPARING PERFORMANCE ON KEY ASSIGNMENTS

This portion of the portfolio seeks to analyze assessments of student learning with regards to the learning objectives for GLST 201. There are numerous assignments in this class and I utilize various ways of assessing their learning and whether or not they are achieving the desired course learning objectives. I analyze student learning using quantitative data based on student performance on four main assessments that help us meet the primary course objectives, including: Map Exam, Mid-Term Exam, Final Exam and the Oral Presentation. In addition, I will provide some qualitative data snapshots from four students to showcase that students did indeed meet the primary course objectives through discussion posts in Canvas and Immigrant Interview.

Quantitative Data Discussion:

To understand student performance overall, and to ascertain whether or not the primary course objectives have been met, I decided to examine student performance on three exams. The exam scores are a good indicator of whether student have mastered the core learning objectives. The overall performance analysis focuses on average and median grades. The exams were written with an eye towards mastery of course materials, and included a range of questions asking assessing student's ability to recall definitions, terms, specific areas, historical events; understand and identify overarching themes and concepts; and critically discuss and apply key principles. Students who score well on all three exams demonstrate mastery of the material. In addition to assessing whether or not learning objectives are met, I also examine improvements in standard deviation over the course of several semesters in order to figure out whether or not there has been any improvements in performance over the last 4 semesters as a result of changes in course delivery and changes in course materials.

The following table shows the specific grade distribution for the three course exams.

Statistics	Map Exam	Mid-Term Exam	Final Exam
# of students taking the exam	23	22	22
Average	88.59	96	98.68
Median	96	100	100
Low	55	79	88
High	100	100	100
Standard Deviation	13.45	6.69	2.85

First, it is important to note that only the Map Exam was given prior to outbreak of COVID-19. Mid-Term Exam was scheduled for the week before spring break, however, that week of classes was cancelled and so I was forced to move the exam online (rather than at the Digital Learning Commons). In addition to changing the location of the exam, the date shifted to three weeks later to accommodate the course pivot online as a result of the outbreak. Moreover, the format of the exam changed from multiple choice, fill in the blank and true/false with 2 short essays that would have been limited to 75 minutes, to 4 long essays with a 3 hour allotment. Thus, while the grades for Mid-Term and Final look better than they do in previous semesters that is likely due to the change in format and execution of the exams.

Statistics	Map Exam		Mid-Term Exam		Final Exam	
Semester	Spring 19	Fall 19	Spring 19	Fall 19	Spring 19	Fall 19
# of students taking the exam	27	32	26	32	26	31
Average	88.6	85.4	85.6	80.1	92.9	95.5
Median	100	92	89.5	79	98	100
Low	55	31	59	64	25	72
High	102	100	110	100	100	100
Standard Deviation	15.73	16.44	15.9	9.04	16.61	7.78

Nevertheless, the one exam that does show some useful information is the Map Exam. All 23 students enrolled in class took the Map Exam and the average score was 88.59% (around B+). The lowest score was 55, while the highest was a perfect 100. The standard deviation for this exam was 13.45. Unlike the

Map Exam, the remaining two exams which were post-COVID-19, had much lower standard deviations which indicates that the exams were more uniform and closer to the mean grade. However, in a class like this I expect the standard deviation to be greater at the start of semester and slowly decrease as students begin to grasp the concepts and theories we discuss in class, as well as get more comfortable with the testing process. However, even though the standard deviation does indeed decrease with each progressive exam, the data is not reliable as the format of the exam is completely different from my original plans.

To best understand if there were any improvements in my teaching, I will compare average grades for the exams for spring 2020 with additional two semesters Spring 2019 and Fall 2019. The reason I chose these two semesters for comparison was because prior to Spring 2019 the final exam was worth a larger percentage of the overall grade. When comparing the Map Exam in Spring of 2020 with the previous two semesters there is a very negligible change in average, in fact the average for spring 2020 and fall 2019 are almost the same. However, what did change was the standard deviation, which has decreased from 16.44 in Fall 2019, to 15.73 in Spring 2019, to 13.45 in Spring 2020. This indicates that the overall standard deviation has decreased over the last three semesters, which can indicate that students are better prepared for the exam than in the past. This has always been my main goal with the map exam. Students start from very different levels of knowledge of world geography and helping close the gap is essential.

Over the last 4 years of teaching this course I have found that Map Exam is one of the most difficult assignments for the incoming students. It usually occurs in week 6 of the semester, and it is the first major grade of the course. To demystify the map exam, and to help students feel better prepared, this semester I decided to use a pre-test. The pre-test was a copy of the exam I used in previous semester. I handed out the exam in the second week of semester to give students preview of what to expect. I think that doing this helped improve the overall average for the exam since students felt like they knew what the actual physical exam looked like. I allowed them to keep the copy of the old exam so that they would be familiar with the physical features of the exam. I think that looking at the improvement in standard deviation indicates that the pre-test did help students better prepare for the exam. As a result I plan to keep the using the pre-test in the future semesters to help continue to improve the overall score for students, but also to help tighten the grade curve.

Qualitative Data Discussion:

Canvas Discussions: when the course switched from in-person to online delivery in mid-March, I decided to ask students to participate in Canvas discussions since we were encouraged to do our courses asynchronously. In an asynchronous setting, a discussion is the best way to continue to build a stronger sense of connection, community, and support between the students, myself, and the relevant content. Moreover, since we no longer met in class during which I would take attendance and participation, the discussion board allowed me to incentivize student interactions in an easily quantifiable manner in which I could assess how and the degree to which they were engaging. Although discussion boards aren't best suited to test student knowledge, in this case they did serve as a good way to engage students with the material since the interactive lecture was no longer possible. Furthermore, through the discussion I was able to ascertain whether or not our core course objectives 1, 2 and 3 were being

met. I will showcase discussion posts by two students who clearly demonstrate these objectives through their posts.

Student A received full points for their post answering the following question: Why do states need international law? The answer to this question demonstrates that they can articulate knowledge about issues at the core of the field of global studies (and in this specific case knowledge of international law). Moreover, they demonstrate that they can express themselves in writing, and finally, they are able to critically evaluate ideas, arguments and points of view.

“There are a few reasons why states need international law. One of them is to establish legitimacy, and another is to confront international issues. The first is relevant to individual states. In order for a state to function and be acknowledged in the modern international order, it has to comply with at least a few international laws. States that try to dodge this find their legitimacy undermined. A good example is North Korea. Its isolationist policies and aggressive stances towards the U.S. and other world leaders has been enough to somewhat exclude it from international dialogue. While North Korea isn't actively engaged in conflict with any states, it must navigate areas like trade, arms, and diplomacy differently than other states that engage at an international level. States that won't abide by international law don't receive the same benefits of being a player in a global system that law-abiding states do. On an international level, international law is important because it enables states to work together on issues that reach beyond borders. Take, for example, climate change and the Paris Accords. Climate change is an issue that affects every state in the world. At the same time, it can't be solved by the actions of a single state working alone. States that recognize this cooperated to form and join the Paris Climate Accords. The Accords are a form of soft law: agreements that aren't binding or enforceable, but still serve as a symbol of global states united in their action against a certain problem.”

Student B also received full points for their discussion post during Week 10. This post demonstrates mastery of several of our learning objectives, including being able to articulate knowledge about issues at the core of the field of global studies (cultural differences), expressing themselves in writing, and finally gain a broader understanding and appreciation of cultural differences and points of view. Student B answered the following question: What is the difference between Shia and Sunni Muslims?

“In the early seventh century, the prophet Muhammad is said to have been visited by the angel, Gabriel and also given visions from God, also known as Allah. He would go on to become a prophet and the founder of Islam. He would lead the Muslim community until his death in 632 A.D. After he died a great division occurred amongst his followers. This split was caused due to different interpretations of Muhammad's teachings and also the decision on who would succeed him. The followers of Muhammad split into two main groups, the Sunni and Shia. The larger group, the Sunni, believed that one of Muhammad's closest friends, Abu Bakr was the rightful heir. The smaller group, the Shia, believed that Muhammad's son in law and cousin, Ali was the rightful successor to lead the followers of Islam. Another difference in the way that the two sects of Islam are different is that Shia Muslims follow the sacred text, the Qur'an, in a more literal sense. The difference between the groups was not something that was really thought about

until much more recent history. In 1979, Ayatollah Ruhollah Khomeini and his followers overthrew the pro-west Shah, Mohammad Reza Pahlavi. Khomeini instituted a more conservative and anti-western form of government based on the principles of Shia Islam. From 1979 to 2003, Shia majority Iraq was ruled by a Sunni minority led by Saddam Hussein. When he was deposed by the United States, the Shia sought to regain control from the Sunni government. In another situation, Bashar al-Assad, the current leader of Syria, is from a sub-group of Shia Islam known as the Alawites. This has led to his regime being backed by Iran's Shia government. Due to his rule over a Sunni majority, several conflicts have arisen between the Sunni and Shia communities."

Immigrant Interview: For this assignment, students were asked to deepen their understanding of the immigrant experience by interviewing an immigrant (refugee or asylum-seeker) of any age, gender and nationality. The students were asked to listen for key migration concepts such as pushes and pulls, bridges and barriers, and immigrant types. They had to ask the person they interviewed about their experiences in United States and how their daily experiences and life might be different from their home country. The students were also expected to inquire about gender expectations and generational differences if the person they interviewed was able to offer insight. The final report (essay) was to be no less than 500 words. The following two samples from Student C and D highlight how students were able to successfully complete the assignment and meet several of our learning objectives, including: being able to articulate knowledge about issues at the core of the field of global studies (specifically migration); gain a broader understanding and appreciation of cultural differences and points of view; develop skills in expressing yourself orally and in writing; and finally they demonstrate that they learned how to analyze and critically evaluate ideas, arguments, and points of view.

Student C did a nice job summarizing the push factors associated with migration. In this specific case the person interviewed was a refugee and had been orphaned by the war in their home country. I have changed the name of the informant to "Informant" and "he/him" for privacy reasons.

"(Informant) was about 4 years old when their family had to flee and his mother died a few years into their journey being that she was pregnant, and could not access proper medical care. Following that tragedy a few years later, (he) learned that his father was kidnapped by military police and murdered orphaning Jacob before he turned 10 years old. Being that he came to the United States alone, and having been orphaned (he) was not exposed to expectations of the second generations of South Sudanese residents in the United States. However, I asked (him) what he hopes for his children being that his wife is pregnant back in his home in South Sudan, and he described that he wishes for his children a better childhood than he had and to have loving parents to raise them. He also hopes to move back to South Sudan and raise his children there so they can remain in their culture and be near to relatives."

Student D highlights the story of an immigrant from India who chose to pursue additional education in United States when they were in their mid-20s. This particular piece highlights some of the difficulties immigrants face when they find themselves alone in a new country. I have changed the name of the person to Informant for privacy reasons.

"All the while living in Texas, (Informant) missed his family. He missed his friends and brothers. He missed weddings and birthdays and many parts of living in India.

Immigrants all around the world have to face the reality that while the home of their parents is far away, they are making for themselves a new home. Part of the home-making process for (informant) was experiencing the hospitality and friendliness of neighbors and co-workers. He would be invited by a fellow student to his mother's house and (informant) would experience the power of good food and loving company that was present also in America. He would be invited by work friends to thanksgiving dinner at a big, open house on sprawling property in the heart of Kentucky."

Both quantitative and qualitative data analysis showcase that the assignments and assessments used are successful at helping students meet the core learning objectives. While I would have liked to have assess our key writing assignment "Critical Essay", I was not able to do so this semester. However, my goal is scale back some of the other assignments in the future, and make the Critical Essay our feature assignment for future assessment. This process allowed me to identify room for improvement and in the future semesters I plan to continue to make improvements in assessments, teaching, and overall course design in order make sure that all students are meeting the core objectives.

Use of Student Feedback:

One assessment that helped me improve this course was having the student complete a Course Survey in week 4. The anonymous survey asked 3 simple questions, including:

1. How many hours a week do you spend reading/studying for this class?
2. Do you find the readings confusing and/or difficult to understand? Tell me why and/or how I can help you with the readings?
3. What can I do as a professor to improve your experience in this class?

This survey helped me gauge how the class was going at that point in the semester and have me a chance to assess student commitment, if they were struggling with the course readings, and what I could do to better. Out of 23 student enrolled in class, 13 completed the survey and the data revealed some really important trends. I found that majority of the students were spending 2-3 hours per week studying for the class. This was accurate for that point in the semester and reflected that their dedication matched the expectations. The second question regarding the readings revealed that majority of the students didn't have a problem with the readings. They also indicated that the second textbook by Ayton-Shenker, which is much more dense, was a struggle for some students. This prompted me to add more slides to my PowerPoints in class and to then post those same slides in Canvas for them to have for reference as they were getting close to the exam. One of the recommendations was to slow down during lecture, which I also tried to practice and remind myself to do. Some of the students struggled with the in-class assignments (a practical hands-on activity that asks them to work in teams and utilize various online sources to answer questions). Some of the students asked to complete the assignment at home. I was able to do this with one of the in-class activities, but for most we attempted to do at least some of the hands-on assignments in class and allowed them to complete them at home. I think in the future, I will make the in-class activities grade bearing and assign them as homework so that when students show up to class they are able to discuss their findings rather than waste time in class trying to find the answers. I think this will help guide them better grasp the point of the activity, and give us more time in class to discuss how their findings relate to the course readings.

SUMMARY ASSESSMENT

Working through this process gave much needed time to reflect on how I teach GLST 201: Introduction to Global Studies. In addition to providing space and time to just reflect on different components of the course (which is rare to find during a busy semester), this process prompted me to revise course readings, assignments, and finally assessment. While many changes have come about as a result of this process, one thing remained, and that is that no matter the execution, I have remained true to the learning objectives of the course. The project of ensuring that course objectives are met had begun much earlier, and I am happy to find that despite the challenges over the years, my course objectives have always remained a priority in course development.

I am happy to know that students appreciate having the copy of the map exam given at the start of semester, as well as the copies of PowerPoints used in class, and that they feel that in class activities must be completed prior to class. Thus, for future semesters I plan to maintain these practices.

While I am happy with the overall process, the problems associated with pivoting the course online and having to change the format of the mid-term and final exam has prompted me to think about assessment in the future. More importantly, it is important to figure out how to continue to assess student knowledge as we look to the future knowing that potential outbreaks will continue to disrupt regular classroom operation. I am still trying to figure out how to assess student knowledge of a broad range of topics considering that in-class exam delivery may not be possible for all students. Moreover, with the limited capacity of our digital learning commons where students can take the exams, I am left with having to rely on Respondus online testing software. While this type of online testing can be useful, it is not without its problems and I need to figure out best ways to engage with these new technologies while at the same time maintain academic integrity. Despite all the challenges this semester, the one positive outcome of the pandemic has been the growth of my own personal and my students knowledge of Canvas and all the various features it provides. As a result of this I will have the time to think through various ways of improving the course, revising assessment methods and helping students engage with the material.

Overall, the process made me realize that I am much more deliberate in my course design than I had previously thought. However, I do think that to maintain quality of the course I must do a regular reflection on the course design, my own teaching methods, course materials, assignments and assessments in order to create a better learning experience of my students. Despite the challenges associated with all of the various duties and expectations of my position, it is important to take the time and purposefully reflect on the course and whether or not I am continuing to meet the desired learning outcomes. Through this process I have developed better course assessment habits and procedures that will inevitably have a positive effect on future iterations of this course, as well as other courses I teach. Finally, having the opportunity to hear from my peers, as well as learn about their own challenges and strategies was useful in helping me think through my current and potential future challenges. I am always seeking ways to be more intentional about my teaching (as I believe that there is always room to improve and do better), and this project gave me a chance to do precisely that.

GLST 201: INTRODUCTION TO GLOBAL STUDIES

Spring 2020



Location: Burnett Hall 231

Schedule: Tuesday and Thursday 9:30-10:45AM

Office Hours: by appointment via MyPlan

Professor: Emira Ibrahimpašić, Ph.D.

E-mail: emira@unl.edu

Phone: 402.472.2150

COURSE DESCRIPTION

Global Studies is an interdisciplinary field that studies and analyzes the complexity and variety of world societies and common features of the changing human and natural environments. It focuses on basic questions such as the connectivity of human populations and their activities across time and space, the dynamics of conflict in different regions, and how local issues or regional developments have profound impacts on people across the globe. Because of its multi and inter-disciplinarily nature, Global Studies requires basic knowledge in a wide variety of fields such as anthropology, history, geography, political science, religious studies, economics, national security studies, and environmental studies. It seeks to broaden our understanding of global phenomena such as human rights, political structures, environmental degradation, pandemics, migrations, conflicts, global trade and economics, security, culture, and religion.

COURSE EXPECTATIONS

In this foundational course you will develop an understanding and appreciation of the contemporary and interdisciplinary nature of global studies. By the end of the course students will demonstrate an understanding of the six core objectives of the course:

- Articulate knowledge about issues at the core of the field of global studies such as population and migration, foreign policy and international law, global trade, conflict, human rights, international aid and development, and many others: this objective will be addressed through lectures, course readings, class discussions, and in-class activities and the final oral presentation.
- Gain a broader understanding and appreciation of cultural differences and points of view: this objective will be met on a daily basis through your readings from the texts, in-class activities, guest lectures, and events related to the field of Global Studies.
- Develop skills in expressing yourself orally or in writing: this will be accomplished on a daily basis as we engage in communicative activities (both oral and written) that involve the expression, interpretation, and negotiation of meaning.
- Learn to analyze and critically evaluate ideas, arguments, and points of view: this objective will be addressed through course readings, class discussions, oral presentation, and critical essay.
- Acquire skills in working with others as a member of the team: this objective will be addressed through course discussions, in-class activities, and the group oral presentation at the end of the semester.
- Understand different career paths and options available to students who graduate with Global Studies major or minor: this objective will be met through writing a resume, completing community connections assignment, attending the career fair, completing the career exploration, and networking assignments.

REQUIRED READINGS

1. **Crossing Borders: International Studies for the 21st Century** by Harry I. Chernotsky and Heidi Hobbs (SAGE Publishing) ISBN: 9781506346922 (print or electronic copy allowed).
2. **A New Global Agenda: Priorities, Practices, and Pathways of the International Community** by Diana Ayton-Shenker (Rowman & Littlefield Publishers) ISBN 9781538106020.
3. **Required readings found in files on Canvas**



ASSIGNMENTS AND GRADING

Map Exam (100 points): Student will receive a blank map of the world (with outline of national borders) and will identify required countries, languages spoken, and dominant regional religions.

Midterm Exam (100 points): Students will complete a mid-term exam at DLC. The exam consists of multiple choice, true/false, fill in the blank, short answer and four short essay questions.

Final Exam (100 points): Students will complete a final exam at DLC. The exam consists of multiple choice, true/false, fill in the blank, short answer and four short essay questions.



Attendance (100 points): Attendance is mandatory. Professor will record attendance during semester. We will meet 29 times over the course of semester. For example, if you miss 4 classes over the course of semester the maximum you can earn will add up to 86 points. More than 9 absences will result in loss of all attendance points. Only absences excused are those that provide a doctor's note.

Immigrant Interview (25 points): To deepen your understanding of the immigrant experience, interview an immigrant of any age, gender, and nationality. Ask to hear his or her immigration story. Write a 500 word essay.

Critical Essay (35 points): Three page paper that asks you to reflect on your own personal experiences to analyze the local-global dynamics—in other words, how does globalization change your daily life? Your grade will be based on argument clarity, clear and concise writing, and adherence to the guidelines.

Group Project/Presentation (100 points): Students will be divided into groups and work on a small project focused on understanding one of the eight assigned world regions. Through this project students will become teachers and experts on a world region and will utilize various data and sources from such institutions as United Nations, International Monetary Fund, World Bank, and others.

Resume (35 points): Students must meet with a career coach/advisor in the College of Arts and Sciences Advising Center. The resume submitted must resemble the sample resume provided and will be graded accordingly.

Community Connections (20 points): Write a paper about the connections on and off campus that help build your resume.

Career Fair Reflection (25 points): Students will attend career fair and write a summary of their experiences using directed questions. Attend career fair on Tuesday, 2/11 (1-5PM at the Nebraska Union Centennial Ballroom). Please dress in business or business casual clothes and bring your new resume.

Career Exploration Assignment (35 points): Two-page essay comparing and contrasting two career paths in relation to your interests, skills, and values.

LinkedIn and Handshake Networking Assignment (25 points): Set up accounts and create professional profiles on LinkedIn and Handshake. Write a 1-2 page reflection paper. All assignments details can be found on CANVAS.

Please refer to the grading scale below for details on which percentage you need to earn a specific grade in this course. Take the percentage points and multiply by the total 700 points to get the number you need.

A+ 98%-100%	B+ 88%-89.9%	C+ 78%-79.0%	D+ 68%-69.9%	F 59.9% and below
A 94%-97.9%	B 84%-87.9%	C 74%-77.9%	D 64%-67.9%	GOOD LUCK!
A- 90%-93.9%	B- 80%-83.9%	C- 70%-73.9%	D- 60%-63.9%	

Late work will not be accepted unless there are extraneous circumstances that prevent the student from completing the assignment. You must communicate with the instructor in these situations.

COURSE SCHEDULE

	DATE	READINGS, ASSIGNMENTS, AND EXAMINATIONS
Week 1	1/14/2020 Tuesday	Welcome and Introductions Syllabus and Course Overview
	1/16/2020 Thursday	Juergensmeyer, Mark: What is Global Studies? Pieterse, Jan: What is Global Studies McNeil, William: Globalization: Long Term Process or New Era in Human Affairs (in Canvas under files) <i>(all readings can be found under files in folder "Required Readings" in Canvas)</i>
Week 2	1/21/2020 Tuesday	Chapter 1: Getting Your Global Bearings: Navigating the World Ayton-Shenker Chapters 3 and 5 The Economist 1843 (article in Canvas) Activity: Socio-Demographic Profile of a Country (bring your laptop)
	1/23/2020 Thursday	Chapter 2: Point of Departure: Planet Earth Lakhani, Nina: People are dying: how the climate crisis has sparked an exodus to the US (in Canvas under files)
Week 3	1/28/2020 Tuesday	Resume and Professional Development Workshop (bring your laptops to work on your resume in class, make sure to locate your old resume if you have one) Guest: Kristen Aldrich from College of Arts and Sciences Advising and Career Center
	1/30/2020 Thursday	Chapter 2: Point of Departure: Planet Earth and Ayton-Shenker Chapters 16 and 17 McGrath, Matt: Climate Change: Current warming 'unparalleled' in 2,000 years (in Canvas under files) Activity: Urbanization (bring your laptop)
Week 4	2/4/2020 Tuesday	Chapter 3: Jump-Starting the Trip: The Role of Technology Ayton-Shenker Chapter 3 RESUME DUE (35 points)
	2/6/2020 Thursday	Chapter 3: Jump-Starting the Trip: The Role of Technology Activity: Governance (bring your laptop)
Week 5	2/11/2020 Tuesday	Chapter 4: Searching for Security: The Political World Zakaria, Fareed: The Self-Destruction of American Power (in Canvas under files) Attend Career Fair in Nebraska Union (1PM-5PM)
	2/13/2020 Thursday	Chapter 4: Searching for Security: The Political World Ayton-Shenker Chapter 18
Week 6	2/18/2020 Tuesday	Chapter 5: Challenges to Security Guest: Dr. Laura Damuth, Fellowships Office
	2/20/2020 Thursday	Chapter 5: Challenges to Security Ayton-Shenker Chapters 19 and 20 CAREER FAIR REFLECTION DUE (25 points)

Week 7	2/25/2020 Tuesday	Chapter 6: Seeking Prosperity: The Global Economy Thomas Lairson and David Skidmore, International Political Economy, 3rd edition, Chapters 2 (“The Origins of a World Economy”) and 3 (“The Political Economy of American Hegemony, 1938-1973”), pp. 43-96. (in Canvas under files)
	2/27/2020 Thursday	Chapter 6: Seeking Prosperity: The Global Economy Subramanian, Samanth: Is Fair Trade Finished? (in Canvas under files) Activity: Macroeconomics (bring your laptop) LINKEDIN/HANDSHAKE NETWORKING ASSIGNMENT (25 POINTS)
Week 8	3/3/2020 Tuesday	Chapter 7: Challenges to Prosperity MAP EXAM (30 minutes in class) (100 points)
	3/5/2020 Thursday	Chapter 7: Challenges to Prosperity Easterly, W. (2007). The Ideology of Development. Foreign Policy, (161), 30–35. Ayton-Shenker Chapters 7 and 8 Activity: Defining a Developing Country (bring your laptop)
Week 9	3/10/2020 Tuesday	Chapter 8: Protecting Identity: The People of the World R.R. Palmer, Joel Colton, and Lloyd Kramer, History of the Modern World, 10th edition (New York: McGraw-Hill, 2007): Chapter 16, “Europe’s World Supremacy, 1871-1914,” and Chapter 24, “Empires Into Nations: Africa and the Middle East after the Second World War.” (found in files on Canvas) COMMUNITY CONNECTIONS DUE (25 points)
	3/12/2020 Thursday	Chapter 8: Protecting Identity: The People of the World Samantha Eyler, “Exporting Feminism: Are Women’s Rights Universal?” Foreign Affairs, May 28, 2015, at https://www.foreignaffairs.com/articles/2015-05-28/exporting-feminism .
Week 10	3/17/2020 Tuesday	Chapter 9: Challenges to Identity Ayton-Shenker Chapters 4 and 14 Activity: Migration (bring your laptop)
	3/19/2020 Thursday	MID-TERM EXAM (100 points) Students can take the midterm at DLC from Wednesday, 3/18 through Friday, 3/20. Sign up at https://dlc-reserve.unl.edu/ to reserve your slot!
Week 11	3/24/2020 Tuesday	NO CLASS-SPRING BREAK
	3/26/2020 Thursday	
Week 12	3/31/2020 Tuesday	Chapter 10: Managing the World: Cooperation at the Global Level Ayton-Shenker: Chapters 1 and 2 IMMIGRANT INTERVIEW (25 points)
	4/2/2020 Thursday	Chapter 10: Managing the World: Cooperation at the Global Level Ayton-Shenker Chapter 21
Week 13	4/7/2020 Tuesday	Chapter 11: Challenges to Cooperation WHO Report: Ten Threats to Global Health in 2019 (in Canvas under files)
	4/9/2020 Thursday	Chapter 11: Challenges to Cooperation Activity: Refugees (bring your laptop) CRITICAL ESSAY DUE (25 points)
Week 14	4/14/2020 Tuesday	Ayton-Shenker Chapters 9, 10 and 11
	4/16/2020 Thursday	Chapter 12: Connecting to the World: Where Do You Go from Here?

Week 15	4/21/2020 Tuesday	Group Project Presentations: Groups 1, 2 and 3
	4/23/2020 Thursday	Group Project Presentations: Groups 4 and 5 CAREER EXPLORATION ASSIGNMENT DUE (25 points)
Week 16	4/28/2020 Tuesday	Group Projects Presentations: Groups 6 and 7
	4/30/2020 Thursday	Group Projects Presentations: Groups 8 and 9 Course Evaluations: BRING YOUR LAPTOP OR TABLET
Week 17	5/7/2020 10AM-12PM	FINAL EXAM Students can take the final at DLC from Saturday, 5/2 through Thursday, 5/7 until 12PM (noon). Sign up at https://dlc-reserve.unl.edu/ to reserve your slot!

ACADEMIC HONESTY

The university is dedicated to educating all students, faculty, and staff about academic integrity. Please refer to the policy outlined in the Student Code of Conduct regarding academic honesty. If you have any other questions, please feel free to contact the Student Conduct & Community Standards at (402) 472-2021.

DIVERSITY & INCLUSION

The University of Nebraska-Lincoln does not discriminate on the basis of race, ethnicity, color, national origin, sex (including pregnancy), religion, age, disability, sexual orientation, gender identity, genetic information, veteran status, marital status, and/or political affiliation.

SERVICES FOR STUDENTS WITH DISABILITIES

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can discuss options privately. To establish reasonable accommodations, I may request that you register with Services for Students with Disabilities (SSD). If you are eligible for services and register with their office, make arrangements with me as soon as possible to discuss your accommodations so they can be implemented in a timely manner. SSD contact information: 232 Canfield Admin. Bldg.; 402-472-3787.

WRITING CENTER

The Writing Center, located in 102 Andrews Hall and satellite locations from 5-7 pm in Adele Hall, is a free service for all UNL students, faculty, and staff. You can work with an individual writing consultant on any type of writing at any stage in your writing process. For an appointment, call 472-8803 or [schedule online](#).

ACADEMIC SUPPORT SERVICES

You can schedule free appointments for individual academic coaching with First-Year Experience and Transition Program staff through MyPLAN. You can also take advantage of study stops--which provide individual and group study with learning consultants in a variety of disciplines--and free group workshops

Global Studies depends on student feedback and an important part of that are COURSE EVALUATIONS. Please download the following app to your phone and have it ready for class on April 30th, 2020.

Download EvaluationKIT Mobile App by clicking on one of the links below:

iPhone Users:

<http://itunes.apple.com/us/app/evaluationkit-mobile/id511463047?ls=1&mt=8>

Android Phone Users:

<https://play.google.com/store/apps/details?id=com.evaluationkit.mobile>

After downloading the mobile app you will receive a token to authenticate into your surveys from the app.

on topics such as time management, goal setting, test preparation, and reading strategies. See success.unl.edu for schedules and more information.

COUNSELING AND PSYCHOLOGICAL SERVICES

UNL offers a variety of options to students to aid them in dealing with stress and adversity. [Counseling and Psychological & Services \(CAPS\)](#); is a multidisciplinary team of psychologists and counselors that works collaboratively with Nebraska students to help them explore their feelings and thoughts and learn helpful ways to improve their mental, psychological and emotional well-being when issues arise. CAPS can be reached by calling 402-472-7450. [Big Red Resilience & Well-Being](#) (BRRWB) provides one-on-one well-being coaching to any student who wants to enhance their well-being. Trained well-being coaches help students create and be grateful for positive experiences, practice resilience and self-compassion, and find support as they need it. BRRWB can be reached by calling 402-472-8770.

CLASSROOM CLIMATE

Because the topics in this course may be emotionally charged or challenging for class members, I hope we can create an environment that is both intellectually productive and supportive for all. I realize there might be days when class members may choose to be silent. Beyond verbal participation, your active and supportive listening is also an important and valuable form of participation. I hope that we will continuously reflect upon our class processes so that we can build an inclusive intellectual community where all feel valued and supported in their learning.

GLST 201: INTRODUCTION TO GLOBAL STUDIES

Spring 2020—revised syllabus for March 30-May 6, 2020

Professor: Emira Ibrahimpašić, Ph.D.

E-mail: emira@unl.edu

Office Hours: by appointment via Zoom



COURSE DESCRIPTION

Global Studies is an interdisciplinary field that studies and analyzes the complexity and variety of world societies and common features of the changing human and natural environments. It focuses on basic questions such as the connectivity of human populations and their activities across time and space, the dynamics of conflict in different regions, and how local issues or regional developments have profound impacts on people across the globe. Because of its multi and inter-disciplinarily nature, Global Studies requires basic knowledge in a wide variety of fields such as anthropology, history, geography, political science, religious studies, economics, national security studies, and environmental studies. It seeks to broaden our understanding of global phenomena such as human rights, political structures, environmental degradation, pandemics, migrations, conflicts, global trade and economics, security, culture, and religion.

COURSE EXPECTATIONS

In this foundational course you will develop an understanding and appreciation of the contemporary and interdisciplinary nature of global studies. By the end of the course students will demonstrate an understanding of the six core objectives of the course:

- Articulate knowledge about issues at the core of the field of global studies such as population and migration, foreign policy and international law, global trade, conflict, human rights, international aid and development, and many others: this objective will be addressed through lectures, course readings, class discussions, and in-class activities and the final oral presentation.
- Gain a broader understanding and appreciation of cultural differences and points of view: this objective will be met on a daily basis through your readings from the texts, in-class activities, guest lectures, and events related to the field of Global Studies.
- Develop skills in expressing yourself orally or in writing: this will be accomplished on a daily basis as we engage in communicative activities (both oral and written) that involve the expression, interpretation, and negotiation of meaning.
- Learn to analyze and critically evaluate ideas, arguments, and points of view: this objective will be addressed through course readings, class discussions, oral presentation, and critical essay.
- Acquire skills in working with others as a member of the team: this objective will be addressed through course discussions, in-class activities, and the group oral presentation at the end of the semester.
- Understand different career paths and options available to students who graduate with Global Studies major or minor: this objective will be met through writing a resume, completing community connections assignment, attending the career fair, completing the career exploration, and networking assignments.

REQUIRED READINGS

1. **Crossing Borders: International Studies for the 21st Century** by Harry I. Chernotsky and Heidi Hobbs (SAGE Publishing) ISBN: 9781506346922 (print or electronic copy allowed).
2. **A New Global Agenda: Priorities, Practices, and Pathways of the International Community** by Diana Ayton-Shenker (Rowman & Littlefield Publishers) ISBN 9781538106020.
3. **Required readings found in files on Canvas**



ASSIGNMENTS AND GRADING

Map Exam (100 points): Student will receive a blank map of the world (with outline of national borders) and will identify required countries, languages spoken, and dominant regional religions.

Midterm Exam (100 points): Students will complete a mid-term exam at DLC. The exam consists of multiple choice, true/false, fill in the blank, short answer and four short essay questions.

Final Exam (100 points): Students will complete a final exam at DLC. The exam consists of multiple choice, true/false, fill in the blank, short answer and four short essay questions.



Attendance (100 points): Attendance is mandatory. Professor will record attendance during semester. We will meet 29 times over the course of semester. For example, if you miss 4 classes over the course of semester the maximum you can earn will add up to 86 points. More than 9 absences will result in loss of all attendance points. Only absences excused are those that provide a doctor's note.

Immigrant Interview (25 points): To deepen your understanding of the immigrant experience, interview an immigrant of any age, gender, and nationality. Ask to hear his or her immigration story. Write a 500 word essay.

Group Project/Presentation (100 points): Students will be divided into groups and work on a small project focused on understanding one of the eight assigned world regions. Through this project students will become teachers and experts on a world region and will utilize various data and sources from such institutions as United Nations, International Monetary Fund, World Bank, and others.

Resume (35 points): Students must meet with a career coach/advisor in the College of Arts and Sciences Advising Center. The resume submitted must resemble the sample resume provided and will be graded accordingly.

Community Connections (20 points): Write a paper about the connections on and off campus that help build your resume.

Career Fair Reflection (25 points): Students will attend career fair and write a summary of their experiences using directed questions. Attend career fair on Tuesday, 2/11 (1-5PM at the Nebraska Union Centennial Ballroom). Please dress in business or business casual clothes and bring your new resume.

Career Exploration Assignment (35 points): Two-page essay comparing and contrasting two career paths in relation to your interests, skills, and values.

LinkedIn and Handshake Networking Assignment (25 points): Set up accounts and create professional profiles on LinkedIn and Handshake. Write a 1-2 page reflection paper. All assignments details can be found on CANVAS.

Please refer to the grading scale below for details on which percentage you need to earn a specific grade in this course. Take the percentage points and multiply by the total 700 points to get the number you need.

A+ 98%-100%	B+ 88%-89.9%	C+ 78%-79.0%	D+ 68%-69.9%	F 59.9% and below
A 94%-97.9%	B 84%-87.9%	C 74%-77.9%	D 64%-67.9%	GOOD LUCK!
A- 90%-93.9%	B- 80%-83.9%	C- 70%-73.9%	D- 60%-63.9%	

Late work will not be accepted unless there are extraneous circumstances that prevent the student from completing the assignment. You must communicate with the instructor in these situations.

COURSE SCHEDULE

	DATE	READINGS, ASSIGNMENTS, AND EXAMINATIONS
Week 1	1/14/2020 Tuesday	Welcome and Introductions Syllabus and Course Overview
	1/16/2020 Thursday	Juergensmeyer, Mark: What is Global Studies? Pieterse, Jan: What is Global Studies McNeil, William: Globalization: Long Term Process or New Era in Human Affairs (in Canvas under files) (<i>all readings can be found under files in folder "Required Readings" in Canvas</i>)
Week 2	1/21/2020 Tuesday	Chapter 1: Getting Your Global Bearings: Navigating the World Ayton-Shenker Chapters 3 and 5 The Economist 1843 (article in Canvas) Activity: Socio-Demographic Profile of a Country (bring your laptop)
	1/23/2020 Thursday	Chapter 2: Point of Departure: Planet Earth Lakhani, Nina: People are dying: how the climate crisis has sparked an exodus to the US (in Canvas under files)
Week 3	1/28/2020 Tuesday	Resume and Professional Development Workshop (<u>bring your laptops to work on your resume in class, make sure to locate your old resume if you have one</u>) Guest: Kristen Aldrich from College of Arts and Sciences Advising and Career Center
	1/30/2020 Thursday	Chapter 2: Point of Departure: Planet Earth and Ayton-Shenker Chapters 16 and 17 McGrath, Matt: Climate Change: Current warming 'unparalleled' in 2,000 years (in Canvas under files) Activity: Urbanization (bring your laptop)
Week 4	2/4/2020 Tuesday	Chapter 3: Jump-Starting the Trip: The Role of Technology Ayton-Shenker Chapter 3 RESUME DUE (35 points)
	2/6/2020 Thursday	Chapter 3: Jump-Starting the Trip: The Role of Technology Activity: Governance (bring your laptop)
Week 5	2/11/2020 Tuesday	Chapter 4: Searching for Security: The Political World Zakaria, Fareed: The Self-Destruction of American Power (in Canvas under files) Attend Career Fair in Nebraska Union (1PM-5PM)
	2/13/2020 Thursday	Chapter 4: Searching for Security: The Political World Ayton-Shenker Chapter 18
Week 6	2/18/2020 Tuesday	Chapter 5: Challenges to Security Guest: Dr. Laura Damuth, Fellowships Office
	2/20/2020 Thursday	Chapter 5: Challenges to Security Ayton-Shenker Chapters 19 and 20 CAREER FAIR REFLECTION DUE (25 points)
Week 7	2/25/2020 Tuesday	Chapter 6: Seeking Prosperity: The Global Economy Thomas Lairson and David Skidmore, International Political Economy, 3rd edition, Chapters 2 ("The Origins of a World Economy") and 3 ("The Political Economy of American Hegemony, 1938-1973"), pp. 43-96. (in Canvas under files)
	2/27/2020 Thursday	Chapter 6: Seeking Prosperity: The Global Economy Subramanian, Samanth: Is Fair Trade Finished? (in Canvas under files)

		Activity: Macroeconomics (bring your laptop) LINKEDIN/HANDSHAKE NETWORKING ASSIGNMENT (25 POINTS)
Week 8	3/3/2020 Tuesday	Chapter 7: Challenges to Prosperity MAP EXAM (30 minutes in class) (100 points)
	3/5/2020 Thursday	Chapter 7: Challenges to Prosperity Easterly, W. (2007). The Ideology of Development. Foreign Policy, (161), 30–35. Ayton-Shenker Chapters 7 and 8 Activity: Defining a Developing Country (bring your laptop)
Week 9	3/10/2020 Tuesday	Chapter 8: Protecting Identity: The People of the World R.R. Palmer, Joel Colton, and Lloyd Kramer, History of the Modern World, 10th edition (New York: McGraw-Hill, 2007): Chapter 16, “Europe’s World Supremacy, 1871-1914,” and Chapter 24, “Empires Into Nations: Africa and the Middle East after the Second World War.” (found in files on Canvas) COMMUNITY CONNECTIONS DUE (25 points)
	3/12/2020 Thursday	Chapter 8: Protecting Identity: The People of the World Samantha Eyler, “Exporting Feminism: Are Women’s Rights Universal?” Foreign Affairs, May 28, 2015, at https://www.foreignaffairs.com/articles/2015-05-28/exporting-feminism .
Week 10	3/16/2020- 3/22/2020	Please go to Modules in Canvas and read Week 10 Instructions and Guide Chapter 9: Challenges to Identity Ayton-Shenker Chapters 4 and 14
Week 11	3/24/2020 Tuesday 3/26/2020 Thursday	NO CLASS-SPRING BREAK
Week 12	3/30/2020 -4/5/2020	Please go to Modules in Canvas and read Week 12 Instructions and Guide Chapter 10: Managing the World: Cooperation at the Global Level Ayton-Shenker: Chapters 1, 2, and 21 MID-TERM EXAM (100 points) due 3/31/2020 IMMIGRANT INTERVIEW (25 points) due 4/5/2020
Week 13	4/6/2020- 4/12/2020	Please go to Modules in Canvas and read Week 13 Instructions and Guide Chapter 11: Challenges to Cooperation WHO Report: Ten Threats to Global Health in 2019 (in Canvas under files)
Week 14	4/13/2020- 4/19/2020	Please go to Modules in Canvas and read Week 14 Instructions and Guide Chapter 12: Connecting to the World: Where Do You Go from Here? Ayton-Shenker Chapters 9, 10 and 11
Week 15	4/21/2020 Tuesday	Group Project Presentations: Groups 1, 2 and 3 PLEASE UPLOAD YOUR PRESENTATIONS TO DISCUSSION (Review Group Presentation Instructions document under Files in Canvas)
	4/23/2020 Thursday	Group Project Presentations: Groups 4 and 5 PLEASE UPLOAD YOUR PRESENTATIONS TO DISCUSSION (Review Group Presentation Instructions document under Files in Canvas) CAREER EXPLORATION ASSIGNMENT DUE (25 points)

Week 16	4/28/2020 Tuesday	Group Projects Presentations: Groups 6 and 7 PLEASE UPLOAD YOUR PRESENTATIONS TO DISCUSSION (Review Group Presentation Instructions document under Files in Canvas)
	4/30/2020 Thursday	Group Projects Presentations: Groups 8 and 9 PLEASE UPLOAD YOUR PRESENTATIONS TO DISCUSSION (Review Group Presentation Instructions document under Files in Canvas)
Week 17	5/4/2020- 5/7/2020	FINAL EXAM Students can take the final on their own computer in Canvas from Saturday, 5/2 through Thursday, 5/7 until 12PM (noon).

ACADEMIC HONESTY

The university is dedicated to educating all students, faculty, and staff about academic integrity. Please refer to the policy outlined in the Student Code of Conduct regarding academic honesty. If you have any other questions, please feel free to contact the Student Conduct & Community Standards at (402) 472-2021.

DIVERSITY & INCLUSION

The University of Nebraska-Lincoln does not discriminate on the basis of race, ethnicity, color, national origin, sex (including pregnancy), religion, age, disability, sexual orientation, gender identity, genetic information, veteran status, marital status, and/or political affiliation.

SERVICES FOR STUDENTS WITH DISABILITIES

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can discuss options privately. To establish reasonable accommodations, I may request that you register with Services for Students with Disabilities (SSD). If you are eligible for services and register with their office, make arrangements with me as soon as possible to discuss your accommodations so they can be implemented in a timely manner. SSD contact information: 232 Canfield Admin. Bldg.; 402-472-3787.

WRITING CENTER

The Writing Center, located in 102 Andrews Hall and satellite locations from 5-7 pm in Adele Hall, is a free service for all UNL students, faculty, and staff. You can work with an individual writing consultant on any type of writing at any stage in your writing process. For an appointment, call 472-8803 or [schedule online](#).

ACADEMIC SUPPORT SERVICES

You can schedule free appointments for individual academic coaching with First-Year Experience and Transition Program staff through MyPLAN. You can also take advantage of study stops--which provide individual and group study with learning consultants in a variety of disciplines--and free group workshops on topics such as time management, goal setting, test preparation, and reading strategies. See success.unl.edu for schedules and more information.

Global Studies depends on student feedback and an important part of that are COURSE EVALUATIONS. Please download the following app to your phone and have it ready for class on April 30th, 2020.

Download EvaluationKIT Mobile App by clicking on one of the links below:

iPhone Users:

<http://itunes.apple.com/us/app/evaluationkit-mobile/id511463047?ls=1&mt=8>

Android Phone Users:

<https://play.google.com/store/apps/details?id=com.evaluationkit.mobile>

After downloading the mobile app you will receive a token to authenticate into your surveys from the app.

COUNSELING AND PSYCHOLOGICAL SERVICES

UNL offers a variety of options to students to aid them in dealing with stress and adversity. [Counseling and Psychological & Services \(CAPS\)](#); is a multidisciplinary team of psychologists and counselors that works collaboratively with Nebraska students to help them explore their feelings and thoughts and learn helpful ways to improve their mental, psychological and emotional well-being when issues arise. CAPS can be reached by calling 402-472-7450. [Big Red Resilience & Well-Being](#) (BRRWB) provides one-on-one well-being coaching to any student who wants to enhance their well-being. Trained well-being coaches help students create and be grateful for positive experiences, practice resilience and self-compassion, and find support as they need it. BRRWB can be reached by calling 402-472-8770.

CLASSROOM CLIMATE

Because the topics in this course may be emotionally charged or challenging for class members, I hope we can create an environment that is both intellectually productive and supportive for all. I realize there might be days when class members may choose to be silent. Beyond verbal participation, your active and supportive listening is also an important and valuable form of participation. I hope that we will continuously reflect upon our class processes so that we can build an inclusive intellectual community where all feel valued and supported in their learning.